



**THE REINFORCEMENT USED BY THE STUDENT TEACHERS
IN ACADEMIC YEAR 2013/2014
IN TEACHING PRACTICE AT MTS N 1 KUDUS**

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MURIA KUDUS UNIVERSITY**

2014



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SKRIPSI

**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing the Sarjana
Program in the Department of English Education**

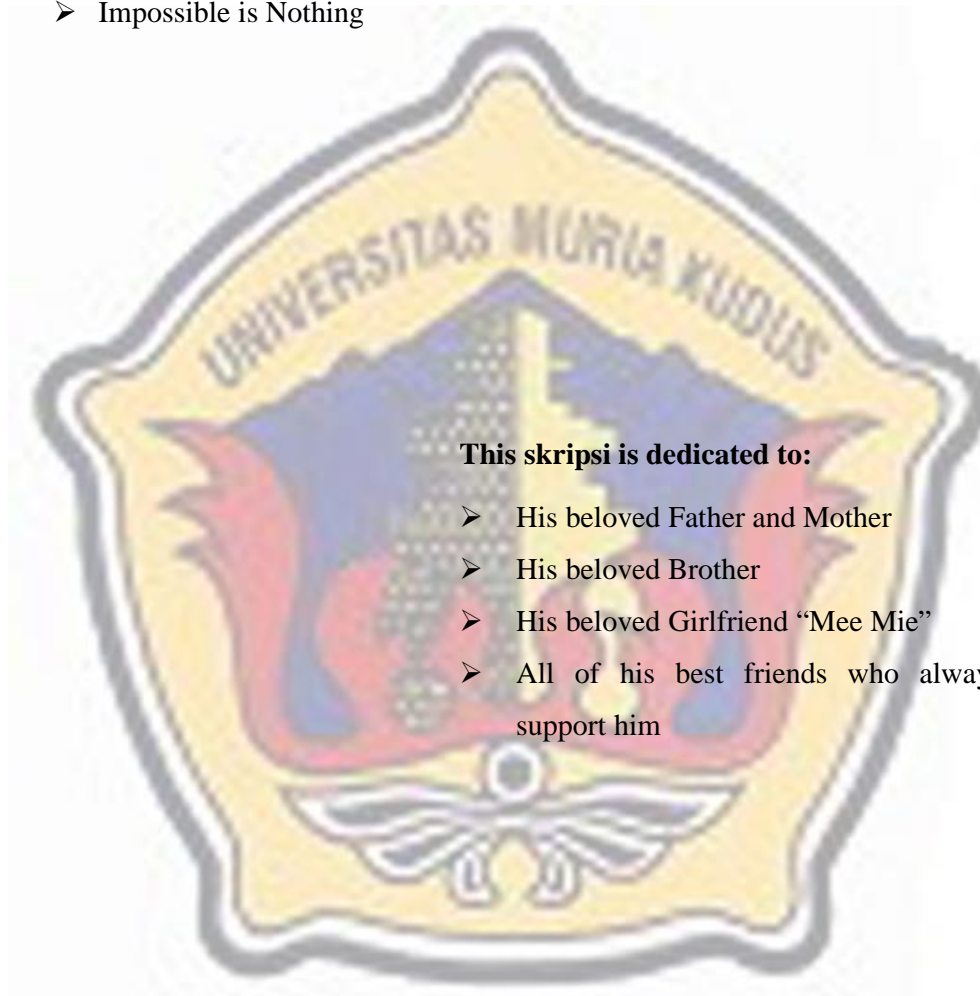
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MOTTO AND DEDICATION

MOTTO

- Never Rest and Never Ends
- Keep Moving Forward
- Impossible is Nothing



This skripsi is dedicated to:

- His beloved Father and Mother
- His beloved Brother
- His beloved Girlfriend "Mee Mie"
- All of his best friends who always support him

ADVISORS' APPROVAL

This is to certify that the Skripsi of **Opini Ala Samodra** (NIM. 200932151) has been approved by the skripsi advisors for the further approval by the Examining Committee.

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ACKNOWLEDGEMENT

First, in this occasion, the writer would like to say thanks to Allah SWT for all of mercy and blessing to the writer with health, power, and motivation to finish his skripsi entitled “The Reinforcement Used by the Student Teachers in Academic Year 2013/2014 In Teaching Practice at MTs N 1 Kudus.”

On the second change, the writer wants to express his sincere gratitude to:

1. Dr. Drs. Slamet Utomo, M.Pd, the Dean of Teacher Training and Education Faculty of Muria Kudus University who gave the writer support to finish his skripsi.
2. Diah Kurniati, M.Pd, the Head of English Education Department of Teacher Training and Education Faculty of Muria Kudus University.
3. Drs. Muh. Syafei, M.Pd as first advisor, who has guided and suggested the writer in completing this research with great patience.
4. Fitri Budi Suryani, SS, M.Pd, as the second advisor, who has carefully read and made several corrections for the improvement of this research.
5. All of the lecturer and staff of English Education Department who have gave their contribution to the writer for the completing this research.
6. His beloved parents, brother, friends, and all of people who have helped him in any time in this skripsi.

Finally, the writer highly needs valuable comments and contributive criticisms to make the research useful not only for him but also for the readers.

Kudus, August 2014

The Writer



ABSTRACT

Samodra, Opini Ala. 2014. *The Reinforcement used by the Student Teachers in Academic Year 2013/2014 In Teaching Practice At MTs N 1 Kudus*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Drs. Muh. Syafei, M.Pd, (ii) Fitri Budi Suryani, SS, M.Pd.

Key words: *Reinforcement, Student Teachers*

In teaching process, there are many things that have to be prepared by a teacher, like material, assessment, the method and the techniques. The teachers do not only have to think mostly in managing the seats, the group, and the time, but they also have to manage their behavior to the students. So they will not get their student feel depressed of the subject, moreover in studying foreign language. The implication is that the teacher must be able to reinforce the students.

The objective of this research is to describe types, forms and target of reinforcement used by Students Teachers in Academic Year 2013/2014 In Teaching Practice at MTs N 1 Kudus.

The design of this research is descriptive qualitative research. The data of this research are Word, Gesture and Sentences of Reinforcement used by teaching practice students, while the data source are student teachers and students in the process of teaching practice in MTs N 1 Kudus.

After analyzing and also calculating the data, it is obtained that the use of the Reinforcement by student teachers. In student teacher A uses 21 positive reinforcement and 20 target reinforcement, student teacher B uses 23 positive reinforcement and 22 target reinforcement, student teacher C uses 19 positive reinforcement and 19 target reinforcement, student teacher D uses 10 positive reinforcement and 10 target reinforcement, student teacher E uses 18 positive reinforcement and 18 target reinforcement. Whereas, the student teachers of EED of UMK in MTs N 1 Kudus, do not use negative reinforcement.

Eventually, the writer suggests that the student teachers should develop and also maintain the use of reinforcement to give motivates and it can raise the students' skill. They can use the theory of Turney and Skinner as their reference, because it is often used in daily routines.

ABSTRAKSI

Samodra, Opini Ala. 2014. *Penguatan yang di gunakan oleh mahasiswa calon guru pada tahun ajaran 2013/2014 dalam praktek mengajar di MTs N 1 Kudus*. Skripsi. Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Drs. Muh. Syafei, M.Pd, (ii) Fitri Budi Suryani, SS, M.Pd.

Kata kunci: *Penguatan, Mahasiswa Calon Guru*

Dalam proses belajar mengajar, ada banyak hal yang harus di persiapkan oleh guru, seperti materi, penilaian, metode dan teknik. Sebagian besar guru berfikir bahwa tugas mereka hanya mengatur kelas, membagi kelompok dan waktu, akan tetapi mereka juga harus mengatur sikap mereka dihadapan siswa. sehingga siswa tidak merasa tertekan dalam menerima materi yang diajarkan oleh guru, apalagi dalam mempelajari bahasa asing. Implikasinya adalah guru harus mampu memperkuat siswa.

Tujuan dari penelitian ini adalah untuk mendeskripsikan jenis, bentuk dan sasaran penguatan yang menonjol yang digunakan oleh mahasiswa calon guru tahun ajaran 2013/2014 dalam praktek mengajar di MTs N 1 Kudus.

Desain penelitian ini adalah penelitian deskriptif kualitatif. Data penelitian ini adalah kata, gerakan dan kalimat Penguatan yang digunakan oleh mahasiswa calon guru dalam mengajar siswa, sedangkan sumber datanya yaitu mahasiswa calon guru dan siswa dalam proses Praktek Pengalaman Lapangan (PPL) di MTs N 1 Kudus.

Setelah menganalisa dan menghitung data, penulis memperoleh data yaitu mahasiswa calon guru A menggunakan 21 penguatan positive dan 20 sasaran penguatan, mahasiswa calon guru B menggunakan 23 penguatan positive dan 22 sasaran penguatan, mahasiswa calon guru C menggunakan 19 penguatan positive dan 19 sasaran penguatan, mahasiswa calon guru D menggunakan 10 penguatan positive dan 10 sasaran penguatan, mahasiswa calon guru E menggunakan 18 penguatan positive dan 18 sasaran penguatan. Sedangkan mahasiswa calon guru EED UMK di MTs N 1 Kudus, mereka tidak menggunakan penguatan negatif.

Akhirnya, penulis menyarankan bahwa guru harus mengembangkan dan juga mempertahankan penggunaan penguatan untuk memberikan motivasi dan dapat meningkatkan kemampuan siswa. Mereka dapat menggunakan teori Turney dan Skinner sebagai referensi mereka, karena sering digunakan dalam rutinitas sehari-hari.

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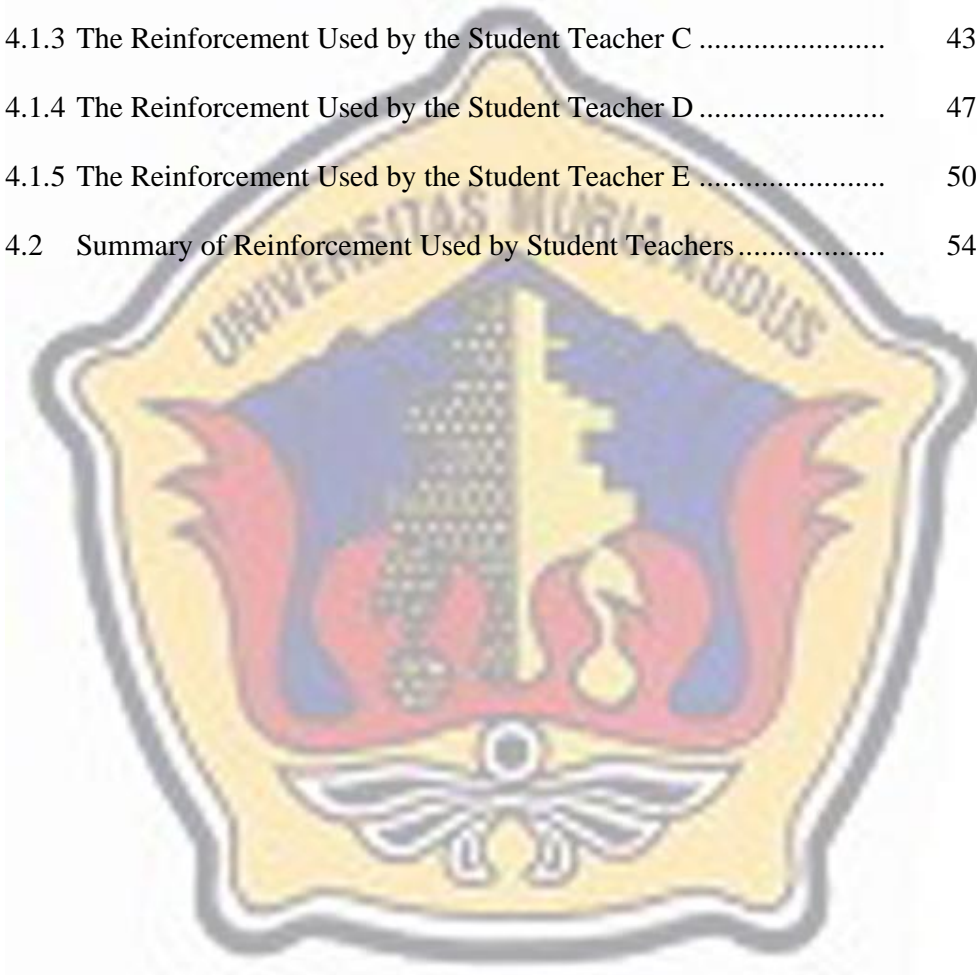
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